INDIAN and METIS CURRICULUM ADVISORY COMMITTEE

DEVELOPMENTS IN INDIAN AND METIS CURRICULUM

ANNUAL REPORT
1984 - 1985

Saskatchewan
Education

"Developments in Indian and Metis Curriculum"

Indian and Metis Curriculum Advisory Committee Annual Report.

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The Indian and Metis Curriculum Advisory Committee

In March of 1984, the Native Curriculum Review Committee presented A Five Year Action Plan for Native Curriculum Development to the Minister of Saskatchewan Education, the Honourable Patricia A. Smith. One of the recommendations of the Action Plan called for the establishment of an on-going committee to advise the Minister on Indian and Metis curriculum development.

In response to this recommendation, the Minister established the Indian and Metis Curriculum Advisory Committee in September, 1984, under the following mandate:

TERMS OF REFERENCE

Saskatchewan Education makes provision for an Indian and Metis Curriculum Advisory Committee to assist the Department in the area of Indian and Metis curriculum development. The committee will consider curriculum issues referred to it by the Department or identified by the committee, review Indian and Metis Curriculum, and make recommendations to Saskatchewan Education.

OBJECTIVES

The objectives are:

1. To provide a means for educational agencies, in particular, Indian and Metis educational agencies, to participate in the development and review of departmental curricular programs affecting Indian and Metis children.

2. To provide the Department with an external reference group for the review of Indian and Metis Curriculum Development directions and priorities.

ADMINISTRATIVE PROCEDURES

The Indian and Metis Curriculum Advisory Committee is constituted under the following terms of reference:

o General Role The Indian and Metis Curriculum Advisory Committee advises the Department, through the Community Education Branch, by making recommendations with respect to the following:

1. To function as a co-ordinating body for all Indian and Metis curriculum being developed for use in provincial schools to avoid duplication, to ensure excellence, and to facilitate the sharing of the development task by other agencies.

2. To advise on further development guidelines and principles for Indian and Metis curriculum development.

3. To advise on the degree to which all Indian and Metis curriculum developed by Saskatchewan Education, and other developers for the Department, adhere to those principles and guidelines.

4. To advise in the development, maintenance and monitoring of Indian and Metis curriculum development.

5. To recommend criteria for evaluation of each curriculum project to Saskatchewan Education.

6. To recommend to Saskatchewan Education, materials and textbooks for evaluation.

7. To recommend developmental directions to Saskatchewan Education.

8. To establish working sub-committees as needed.

9. To solicit, priorize and recommend to Saskatchewan Education, Indian and Metis educators to participate on Departmental curriculum committees.

10. To advise on the extent to which the objectives and timelines of the Five Year Action Plan are followed.

o Membership and Representation The Indian and Metis Curriculum Advisory Committee shall consist of members appointed by the Minister, and shall include the following individuals:

Indian and Metis Curriculum Advisory Committee Members
1984-1985

Mr. Larry Ahenakew
Indian and Native
Education Council
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Mr. Roger Trottier
Indian Teacher
Education Program
College of Education
University of Saskatchewan
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Mr. Adolf Volk
League of Education
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Mr. Harry Lafond
Indian and Native
Education Council
Box 82
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Ms. Myrna Yuzicapi
Saskatchewan Education
919 Broadway Avenue
SASKATOON, Saskatchewan
S7N 5M5

IMCAC Meetings: 1984-1985

The Indian and Metis Curriculum Advisory Committee met on seven occasions in the 1984-1985 year:

Regina	September 27 and 28, 1984
Saskatoon	October 30 and 31, 1984
Regina	December 5 and 6, 1984
Saskatoon	February 5 and 6, 1985
Regina	March 27, 1985
Saskatoon	May 7 and 8, 1985
La Ronge	June 27 and 28, 1985

Earl Cook was appointed as Chairperson of the Committee and Verna St. Denis acted as Vice-chairperson.

Significant actions taken by the Indian and Metis Curriculum Advisory Committee include:

1. Adoption of Principles and Guidelines for Indian and Metis Curriculum Development

2. Established criteria for judging curriculum proposals in Indian and Metis education submitted to the Department or the Committee itself.

3. Appointment of Keith Goulet and Myrna Yuzicapi to the Program Policy Committee.

4. Establishment of a procedure for recommending appointments to key Department of Education advisory committees.

5. Establishment of subcommittees to work on specific subject areas and curriculum concerns: Social Studies, Language Arts, Aesthetic Education, Inservice, Northern Materials and Native Studies.

6. Direction given to the Indian and Metis Curriculum Development Team to guide their developmental work. Details of these decisions can be found in Chapter 3 of this Report.

7. Appointment of Myrna Yuzicapi to the Health and Lifestyles project team.

8. Appointment of Larry Ahenakew to the Social Sciences Curriculum Advisory Committee

9. Appointment of Earl Cook to the Core Curriculum Advisory Committee

10. Appointment of Gail Bear to the Kindergarten Curriculum Advisory Committee.

11. Appointment of Harry Lafond to the Learning Resources Centre Services Committee.

12. Evaluation of materials.

The Indian and Metis Curriculum Development Team

In response to the Five Year Action Plan for Native Curriculum Development, the Minister of Education established within Saskatchewan Education a team of curriculum developers whose mandate is to integrate Indian and Metis materials and concepts into the core curriculum, to develop supplemental materials and to develop Native Studies and Indian languages courses as stipulated in the Five Year Action Plan.

The Curriculum Development Team worked closely with the Development Division of Saskatchewan Education and was guided by the Indian and Metis Curriculum Advisory Committee.

In 1984-1985, the Development Team comprised the following individuals:

Daniel J. Russell:	Director, Community Education Branch
Sherry Farrell Racette:	Aesthetic Education, Special Projects, Inservice
Gloria Mehlmann:	Social Studies, Special Projects
Sydney Davis:	Language Arts, Native Studies, Special Projects
Maureen Johns:	Northern Materials, Health and Lifestyles, Inservice and Special Projects

The Team also established working relations with the Northern Education Branch, and maintained close ties with the education community at all levels.

Details of the Team's activities can be found within this report.

Principles and Guidelines for Indian and Metis Curriculum Development

The Indian and Metis Curriculum Advisory Committee and the Development Team developed guidelines for those working in the area of Indian and Metis curriculum development. These guidelines are in keeping with the major thrusts of the Five Year Action Plan.

PRINCIPLES AND GUIDELINES FOR INDIAN AND METIS CURRICULUM DEVELOPMENT

Improvements to the education of Indian and Metis students are dependent upon changes in the processes of development (evaluation, design, implementation and maintenance), the instructional approaches taken, and the presentation and representation in curricula and materials. The following principles and guidelines outline the direction that these changes should take to benefit all Saskatchewan students:

Involvement of Indian and Metis People

Indian and Metis people will be involved in educational planning and curriculum development.

1. Indian and Metis people will be recognized as partners in the curriculum development process through representation on curriculum committees, task forces, reference committees, project teams and other committees of the department.

2. As partners, Indian and Metis people will participate in the decision-making process as well as in an advisory capacity.

3. The knowledge within Indian and Metis communities and institutions will be utilized in the development of Indian and Metis content.

Suitability of Instructional Approaches

The dignity of students, both individually and collectively will be respected by utilizing instructional approaches which are sensitive to Indian and Metis cultural values.

1. The Indian and Metis perspective will be considered when selecting instructional approaches.

2. The diverse cultural experiences of Indian and Metis students will be a basis for determining instructional approaches

3. A variety of instructional approaches will be used to accommodate a variety of learning styles.

4. Teacher education will be structured to include skills and knowledge necessary to teach Indian and Metis students.

Adequacy of Curriculum

Indian, Metis and Inuit peoples will be represented in the core curriculum and elective courses at all grade levels. They will be presented fairly and accurately in all curricula and materials approved and developed by Saskatchewan Education. Courses and programs will be developed to meet the specific needs and interests of Indian and Metis students.

1. Curricula and materials will concentrate on positive images of Indian, Metis, and Inuit peoples.

2. Curricula and materials will reinforce and complement the beliefs and values of Indian, Metis, and Inuit peoples.

3. Curricula and materials will include historical and contemporary issues.

4. A strong curriculum emphasis will be given to Native Studies, Indian languages, and English language development.

5. Curricula and materials will reflect the legal, cultural, historical, political, social, economic and regional diversity of Indian, Metis, and Inuit peoples.

SOCIAL STUDIES DEVELOPMENT

The Five Year Action Plan for Native Curriculum Development calls for Indian and Metis content to be integrated into the Social Studies core curriculum for Division I through IV. This also includes the development of support materials. The Indian and Metis Curriculum Advisory Committee's Principles and Guidelines will steer the developmental process and ensure accurate portrayals of Indian and Metis peoples in the curriculum. This development will proceed in tandem with the work plans of the Curriculum Development Division, Saskatchewan Education.

A conceptual and multi-disciplinary approach to teaching Social Studies is utilized in this development. Equal prominence is given to various cultures and to the study of contemporary issues which they share. In addition to knowledge objectives, objectives related to skills, understandings and attitudes are also pursued.

The development of the curriculum guide utilizes a process of continuous evaluation, revision, and consultation with teachers, Saskatchewan Education personnel, the Indian and Metis Curriculum Advisory Committee and other involved groups. The Indian and Metis Curriculum Advisory Committee is involved in this process through the Social Studies sub-committee and the Indian and Metis Curriculum Development Team. The Northern Education Unit also has input through the Indian and Metis Curriculum Advisory Committee.

The Teaching Strategies Handbook, the Student Activity Handbook, the approved textbook and other support materials undergo a similar process of development. This development is managed by a project team which works closely with the Indian and Metis Curriculum Development Team and the Northern Education Unit. Provision has been made for direct communication between the writer of the textbook and the Indian and Metis curriculum developer on the project team.

With the exception of the Teaching Strategies Handbook, all the foregoing documents contain Indian and Metis content. In September of 1985, 320 - 350 classrooms will field test the materials. Province-wide implementation of the Grade eight course is scheduled to occur in September of 1987.

INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE SOCIAL STUDIES SUB-COMMITTEE

To facilitate efficiency and contribute to the involvement of the Indian and Metis Curriculum Advisory Committee, a Social Studies sub-committee was established. This sub-committee

consisted of members of the Indian and Metis curriculum Advisory Committee. The sub-committee initially met to determine the most effective means by which it could support and influence the developmental work taking place around the new Social Studies courses. The sub-committee established procedures to ensure that development would remain consistent with recommendations and guidelines found in the following:

* The Five Year Action Plan for Native Curriculum Development (1984).
* Principles and Guidelines for Indian and Metis Curriculum Development (1985).
* The Report of the Social Studies Task Force (1982).

At the actual work sessions of the sub-committee, various documents were examined and scrutinized for their adherence to the recommendations and guidelines of the above reports. The Indian and Metis Curriculum Advisory Committee was then informed of the general and specific recommendations made by the sub-committee. These recommendations were summarized and presented to the Social Studies project team.

Specifically, the documents examined by the sub-committee include:

* Curriculum Guide Outlines
* Activity Guide Units
* Textbook manuscripts.

All of these documents have been thoroughly analyzed by the sub-committee. The textbook manuscript has been edited with regard to structural and content requirements. These revisions have, for the most part, been adopted by the textbook writer. Samples of materials illustrative of the northern Saskatchewan perspective have been submitted to the developers. In addition, the overall handling of Indian and Metis content has been carefully considered in the following areas:

* Accuracy
* Balance
* Bias
* Context
* Consistency
* Perspective
* Readability

The Indian and Metis Curriculum Advisory Committee, through its Social Studies sub-committee and curriculum developer have made considerable progress in the integration of Indian and Metis content in the Social Studies core curriculum. This progress will continue in future developments.

Social Studies/Social Sciences ECE — 12

	All Divisions	Division I	Division II	Division III	Division IV
			1885 Materials: See Native Curriculum Initiatives		
Phase I	Develop philosophy and goals for Native Studies Membership on K-12 Steering Committee Representation on division level working committees	See Native Curriculum Materials Development Projects Photo History I 1885 Materials IV	*Needs assessment for inclusion of Native Content	Year 2 core curriculum Develop in association with Development Division including specific units of study	Needs assessment of core curriculum and for specific Native Studies courses See also: Native Curriculum/Materials Development Projects Native Studies 10, 20, 30
Phase II		*Early Childhood Education Materials Needs Assessment	*Years 1 & 2 Develop Native Content units and support materials Year 3 Involvement in development of core curricula and support materials	Year 2 core curriculum Field test, pilot, implement and plan inservice Year 1 & 3 core curriculum Develop in association with Development Division including support materials	
Phase III		*ECE Materials Develop, field test, pilot	*Years 1 & 2 and Year 3 core curriculum Field test, pilot, plan inservice and implement	Year 1 & 3 core curriculum Field test, pilot, plan inservice and implement	*Develop units for inclusion in Social Studies 10, 20, 30, 30H, Law 30, Family Life 30 *Identify and or develop support materials
Phase IV		*ECE Materials Implement and plan inservice *Division I Needs Assessment for Native Content Develop units Identify and prepare support Materials			*Field test, pilot and plan inservice for Division IV units
Phase V		*Field test, pilot, implement and plan inservice on Division I units and support materials			Implement

Completed In Progress Planned

ENGLISH-LANGUAGE ARTS DEVELOPMENT

The Student Services and Program Evaluation Branch of Saskatchewan Education initiated the English-Language Arts Assessment Project for Division I through IV in 1984. The objective of the evaluation project was to furnish guidelines for assessing the present English-Language Arts curriculum guides. A team comprising representatives of Student Services, Program Evaluation, the Official Minority Language Office, the Northern Education Unit and the Community Education Branch manages the project.

The first phase of the project which began in June 1984, is expected to be completed shortly. This phase deals with an internal assessment of English-Language Arts within Saskatchewan Education, and involving the above listed representatives. The Indian and Metis curriculum developer has submitted discussion papers on current Language Arts programs as they affect language arts teaching to Indian and Metis students.

A final assessment plan is expected to be completed in December, 1985, with the assessment beginning shortly thereafter.

INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE ENGLISH-LANGUAGE ARTS SUB-COMMITTEE

The Indian and Metis Curriculum Advisory Committee established an English-Language Arts sub-committee. This sub-committee made specific recommendations to the English-Language Arts Assessment project.

The sub-committee established procedures for analyzing recommendations presented to them for discussion by the Indian and Metis curriculum developer. The recommendations approved by the sub-committee were mainly concerned with influencing the direction of the project and highlighting key issues which would have impact on Indian and Metis students.

The major recommendations made by the Indian and Metis Curriculum Advisory Committee, English-Language Arts sub-committee are:

(1) Educational institutions should broaden their perspective of instruction in English-Language Arts.

(2) The new English-Language Arts curriculum should emphasize the social and cultural dynamics of the English language.

(3) A formal province-wide testing project is unnecessary at this time. Rather, research should be directed to analyzing the nature of the students' performance in reading, writing, speaking and listening according to the data that is currently available.

(4) The reference committee for the English-Language Arts Assessment Project for Division I through IV should be informed of a host of language related issues pertaining to Indian and Metis students. Some specific examples are:

* Language patterns in English and those in Indian languages.

* The appropriate use of non-standard English in schools.

* The correct balance between instruction in an Indian language and instruction in English, for students whose first language is an Indian language.

* The appropriate preservice and inservice training for teachers of English as a Second language students.

The focus and work of the sub-committee will expand as English-Language Arts development progresses.

English/Language Arts All Divisions

	Ongoing Activities	Special Activities	Division I	Division II	Division III	Division IV
Phase I	Participation on K-12 Reference Committee Membership on division level working committees	Major assessment of Language Arts Programs *Research into various Language Arts approaches – GEL, ESL, FEP, REAP, Whole Language, Language Experience, Read Readers		Get Native Curriculum Materials, Develop Projects – Native Writers Workshop Materials		*Division IV English identify support materials ie. recommended books
Phase II		Major assessment of Language Arts Programs Continued *Needs assessment for schools with high Native population *Investigate possible Native Reading Series *Organize handbook for teachers on strategies for teaching Language Arts to Native students		*Create and/or identify low vocabulary/high interest materials for older students (ages 12-17) Field test and pilot		
Phase III		*Teacher inservice on methodologies in the Language Arts for Native students	*Develop Native-oriented materials to support the Division I Language Arts Program	*Implementation and inservice for low vocabulary/high interest reading materials	*In association with a small number of selected schools, conduct research to determine appropriate methodologies and content for students during their adolescent identity crisis *Create instructional units and materials to meet these identified needs	
Phase IV					*Field test and pilot the material, units and approaches *Implement and plan inservice for Middle Years teachers	

Completed In Progress Planned

HEALTH-LIFESTYLES DEVELOPMENT

Development of Health-Lifestyles began with Division III. Development has progressed to the point that the Division III Health-Lifestyles program has been implemented this fall. A new approach to teaching Health-Lifestyles has been adopted: the "Health Action model". The goals of the model are three fold:

(1) Formation of an information base.

(2) Formation and use of decision-making processes.

(3) Skill practise that provides opportunities for students to take personal and social responsibility for their own health and the health of others.

A major component of this program correlates the classroom program with other health education programs and with health related community agencies. The major vehicle for this teaming is via the home, school and community liaison committees. It is recommended that these committees be implemented as a necessary part of the Health Action model.

Progress in this area has been satisfactory. Due to the late entry of Indian and Metis curriculum representatives, much of the involvement has been in reaction to development already in its final stages.

INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE HEALTH-LIFESTYLES REPRESENTATIVES INVOLVEMENT

Health-Lifestyles has been targetted by many educators as critical in Indian and Metis education. Issues such as identity and self-concept are part of this curriculum and need to be developed with sensitivity.

The Five Year Action Plan for Native Curriculum Development, mandated, as a continuing activity, Indian and Metis representation and involvement on the Kindergarten to Grade 12 Health-Lifestyles Steering Committee. Representation and involvement in all division level working committees is also recommended.

The Indian and Metis Curriculum Advisory Committee appointed a representative to serve on the Health-Lifestyles project team. A representative from the Indian and Metis Curriculum Development team serves as a liaison. Both representatives share responsibility for communicating concerns and directions for development between the Indian and Metis Curriculum Advisory Committee and the Health-Lifestyles project team.

Specifically, involvement of the Indian and Metis Curriculum Advisory Committee has been reflected in the following:

(1) Points were made about the general philosophical ideas assumed in the Health Action model. Issues such as self-concept, identity, and differing roles of individuals cross-culturally were raised. Modifications are being made to ensure these areas will be altered to adequately meet the needs of all students.

(2) The Curriculum Guide was in the pilot edition, therefore, input was minimal. However, the Indian and Metis representatives were able to react to it prior to final printing.

(3) The Health Action Student Activity Handbook's format was already established upon entry into the process. Indian and Metis units were welcomed and are currently being researched and developed.

(4) The Health-Lifestyles Annotated Bibliography will be completed in the Fall of 1985. Indian and Metis involvement on the project team has ensured that materials included in this bibliography will be evaluated with attention to accuracy, and consideration for the needs of Indian and Metis students.

(5) To facilitate Indian and Metis involvement in the local Liaison Committees, Indian and Metis health professionals and organizations will be listed as teacher resources.

(6) Implementation of Division III Health-Lifestyles is scheduled for the Fall of 1985. The Indian and Metis representative will monitor and participate in the evaluation of this implementation.

The specific direction of Division I, II and IV Health-Lifestyles has not been officially announced as of yet. However, two things are certain: development will be compatible with Division III developments, and secondly, development will evolve with Indian and Metis involvement.

Health/Lifestyles **All Divisions**

	Ongoing Activities	Special Activities	Division I	Division II	Division III	Division IV
Phase I	Membership on K-12 Steering Committee Membership on division level working committees				Health Action Participate in discussion on Health Guide *Research and develop units for Health Action *Field test	
Phase II		*Needs assessment — locate locally produced materials	*Research and develop health programs and materials for Division I		*Pilot Health Action and Native related units *Implement and plan inservice	
Phase III			*Field test and pilot programs and materials *Implement and plan inservice	*Research and develop health programs and materials for Division II	*Monitor program implementation	
Phase IV			*Continue inservice and monitor program implementation	*Field test and pilot programs and materials *Implement and plan inservice		*Identify Native related issues for Division IV Health Programs *Develop units *Field test and pilot units
Phase V				*Continue inservice and monitor program implementation		*Implement Native related issues units with teacher inservice

Completed In Progress Planned

AESTHETIC EDUCATION DEVELOPMENT

The Five Year Action Plan for Native Curriculum Development advised that a representative of the Indian and Metis Curriculum Development Team join the nucleous development team for the Aesthetic Education program currently being developed. It also recommended that a cooperative workplan be developed to ensure the integration of Indian and Metis visual arts, music, dance and drama into the curriculum. The first phase of development for Indian and Metis Aesthetic Education proposed that a statement of philosophy be formulated.

An Aesthetic Education sub-committee of the Indian and Metis Curriculum Advisory Committee was formed. The sub-committee put forth the following guidelines for development:

* a nucleous team comprised of individuals involved in the Indian and Metis arts should be established to develop content for integration

* curriculum development should focus on the arts of Canadian Indian and Metis peoples

* Indian and Metis content should occur throughout the curriculum and not be limited to the Heritage component

* Indian and Metis curriculum development should involve both current teacher development sites and establish new sites with a particular interest in Indian and Metis content.

A base line data collection of research collections and curriculum projects in the area of Indian and Metis Arts has been developed.

A mutually acceptable strategy for involvement has been worked out with the Indian and Metis Curriculum Advisory Committee and the Aesthetic Education project team. The working relationship between these two groups is expected to improve as procedures are developed. The Aesthetic Education developers have made a formal presentation to the Indian and Metis Curriculum Advisory Committee. In addition, a representative from the Indian and Metis Curriculum Development Team visited a development site to view the developmental process first hand.

It is anticipated that curriculum development will begin during the 1985-1986 school year.

Aesthetic Education (Art, Music, Dance) K-12

	All Divisions	Art K-9	Aesthetic Education	Division IV
Phase I	*Formulate Native Cultural Arts philosophy as an aspect of aesthetic education Involvement in Deparm artist planning process	*Develop schema and conceptual structure for K-9 Native Art Heritage	*Develop schema for Native-oriented lessons for overall Aesthetic Education program	
Phase II		*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage Develop support materials	*Involve Native and non-native teachers in the development of units and lessons for Native Arts Heritage *Develop support materials	
Phase III		*Field test and pilot, plan inservice	*Field test and pilot, plan inservice	Examine Aesthetic Education for Division IV *Needs Assesament
Phase IV		*Implement units with inservice	*Implement units with inservice	*Produce units, lessons and courses (if needed) in Native cultural arts for Division IV *Create teacher inservice to introduce 10-12 Native arts, music and dance units/lessons/courses *Pilot
Phase V		*Monitor and maintain	*Monitor and maintain	*Implement 10-12 Cultural Arts *Conduct Inservice workshops Identify support services and personnel

Completed In Progress Planned

INDIAN LANGUAGES DEVELOPMENT

The Five Year Action Plan for Native Curriculum Development states that the priority for Indian Languages development is for departmental authorization of Native language courses.

In working towards this goal in 1984- 1985, activity was centred around projects funded by the Indian and Metis Education Development Program (IMED).

The Indian Languages Institute of the Federation of Saskatchewan Indian Nations has been contacted. It is hoped that the Language Institute will play a vital role in the development of provincial Indian Languages programs, and that the newly created Indian Languages Retention Committee will also play an important role.

Future developments in Indian Languages include a staff member of the Indian and Metis Curriculum Development Team being assigned time to work in this area.

*Native Languages K-12 *Specific Native Curriculum Five Year Action Plan

	Division I-IV	Division I	Division II	Division III	Division IV
Phase I	*Sponsor a Conference for Native language teachers and developers *Compile existing courses, guides, and materials *Create a K-12 Steering Committee *Create division level working committees	*Begin work on organization of Division I course of study *Present workplans for Division I to Steering Committee for approval *Complete course of study and implementation package			
Phase II	*Continue monitoring by K-12 Steering Committee *Continue organizational work by division level working committees	*Pilot Division I program-feedback and revision with practising teachers *Plan teacher inservice for feedback and implement Division I course of study	*Begin co-ordination and develop of Division II course *Pilot Division II course of study and materials		
Phase III			*Teacher inservice on implementation of Division II materials *Plan teacher inservice for feedback on Division I and II courses and materials	*Co-ordinate and develop Division III course of study and materials *Pilot Division III course of studies and materials	
Phase IV				*Plan teacher inservice on implementation of Division III materials *Plan teacher inservice for feedback on Division I, II and III courses and materials	*Co-ordinate and develop Division IV courses of study and materials *Pilot Division IV course of studies and materials
Phase V	*Authorize courses of study, resource materials and texts				*Plan teacher inservice on implementation of Division IV materials and feedback for Divisions I, II and III

Completed In Progress Planned

NATIVE STUDIES DEVELOPMENT

The Five Year Action Plan for Native Curriculum Development calls for the development of Division IV Native Studies courses.

The Indian and Metis Curriculum Advisory Committee formed a Native Studies sub-committee, and the sub-committee made the following recommendations:

(a) Native studies should be perceived as a distinct academic discipline embodying unique modes of enquiry.

(b) The content of Native studies should be drawn from a range of academic disciplines. The curriculum should cover issues that affect Indian and Metis peoples as well as those of the larger society.

(c) Native studies courses should appeal to the interests of Native and non-Native students alike.

(d) Native studies should be offered as an elective independently of social studies in most instances. However in certain locations, provisions should be made for Native studies to be a substitute for social studies.

(e) Appropriate instructional materials must be made available to accompany the courses.

(f) The Division IV Native studies curriculum will not be a mere repetition of topics dealing with Indian and Metis peoples taught in earlier grades.

The committee further recommended that the development of Division IV Native Studies be given a high priority in the work plan of the Indian and Metis Curriculum Development Team.

Content outlines of Native Studies courses will be submitted to the Indian and Metis Curriculum Advisory Committee. The committee will offer recommendations with regards to other aspects of the curriculum such as objectives, scope and sequence, teaching methods and resource materials.

The Advisory Committee established the following objectives for Native Studies:

(1) to help individuals clarify their cultural identities and function effectively within their own communities.

(2) to help individuals develop a sensitivity to, and an understanding of other cultural groups and to function effectively within them.

(3) To provide increased awareness of the Indian nations who have provided Canada's first cultures.

(4) To stress Indian philosophy, underlining the importance of land, culture and ideals that could help foster respect for the environment.

(5) To encourage Indian and non-Indian students alike to better appreciate the contributions made by Indian people to the development of Canada, and contemporary Canadian society. This can be achieved by:

(a) having non-Indian students obtain a positive attitude toward their Indian peers through a knowledge of the contributions made by Indian people to Canada.

(b) having Indian students obtain positive self-identity through a knowledge of the greatness of their own history and culture.

(6) To develop an appreciation of current issues and their historical basis which affect Native people and their historical basis which affect Native people and their position in Canadian society be developing on understanding of concepts such as aboriginal rights, land claims, treaties, legal distinction, and the Indian Act.

(7) To provide students with opportunities to acquire and apply the skills of analysis, synthesis, organization, interpretation, and evaluation and those skills which are grounded in the Indian world view.

NORTHERN MATERIALS DEVELOPMENT

The Five Year Action Plan for Native Curriculum Development calls for the production of northern oriented resource materials. These materials are to be evaluated at field and pilot sites in Saskatchewan. Upon completion of the evaluation process, these northern materials will be integrated into the appropriate courses.

To facilitate usage of these materials they will be listed in a Northern Materials Annotated Bibliography. The materials listed will be chosen because of their applicability to the educational settings of northern Saskatchewan, as well as their appropriateness for teaching about northern Saskatchewan.

Considerable development has already occurred in the area of northern oriented materials. The Northern Education Unit has developed print, slide and video materials. Many of these materials were locally developed in the north, and therefore, their use is somewhat limited to the north as well. Materials from other sources such as the Northern Lights School Board, various Indian Language instructors, Lac La Ronge Band, and the Yukon and Northwest Territories Departments of Education will also be field tested and listed in the bibliography.

The bibliograhy is at a draft stage of development pending the evaluation of the materials. Contents of the annotation for each piece of materials includes a summary, age-grade suitability and curriculum fit.

Integration of northern materials is occurring. Materials are distributed to Indian and Metis Curriculum Development Team members for integration into their respective subject area responsibilities, when appropriate.

Directions for the 1985-86 school year include the printing of the bibliography.

INDIAN AND METIS CURRICULUM ADVISORY COMMITTEE NORTHERN MATERIALS SUB-COMMITTEE

A Northern Materials sub-committee was established with representation consisting of members of the Indian and Metis Curriculum Advisory Committee. The first task of the sub-committee was to compile materials related to northern Saskatchewan.

Once the materials were gathered they were sorted into categories according to subject area, grade level and stage of development. Summaries of each piece of material were written and plans were made for the field test. The sub-committee

validated an evaluation form that is to be utilized in the field test.

The sub-committee also raised the following concerns to the Indian and Metis Curriculum Advisory Committee:

* Continued development of materials which both support the curriculum and are relevant in a northern Saskatchewan setting is recommended.

* Lack of production budget to publish materials that have been developed by the Northern Education Unit.

* Difficulties that are presented due to distances and communication problems with regards to distribution and implementation of curricula materials.

* Difficulties due to the absence of a book bureau or a clearinghouse in the north. Teachers, and other users of the materials must contact several different agencies to obtain materials.

* Materials developed are at field test stage. Further development is dependent upon several factors, other than just the field test results.

* Many materials are locally-developed and have relevance only in the community in which they were produced.

* Concerns were expressed that the evaluation of the materials would answer questions of the material's suitability, as well as to set direction for further development.

* Materials would be field-tested in the north and the south.

* Evaluators should have expertise in northern materials evaluation or should be capable of predicting the suitability of the materials to teach accurately about the north of Saskatchewan.

* The sub-committee felt a policy was needed for implementation of the Five Year Action Plan in regards to northern materials.

* The sub-committee felt there was a need to elaborate on the role of the Northern Education Development Unit.

* Northern relevant materials should be integrated into all bibliographies and resource lists for all subject areas.

* The question was raised as to who is responsible for insuring northern concerns are incorporated into the core curriculum.

It is hoped that the northern materials project's cycle will continue to repeat itself in an effort to provide relevant and accurate northern oriented materials for all Saskatchewan students.

Northern Education Unit

The Northern Education Unit has representation on both the Indian and Metis Curriculum Advisory Committee and on the Development Team. The Northern Development Section normally consists of two positions, a curriculum developer and a materials developer. However, due to reassignment of duties only one position was functioning in this area in 1984/85.

The Northern Development Section has responsibilities other than those directly connected to the Advisory Committee and Development Team. These include, support services to the northern school divisions, NORTEP, and materials development. Activities undertaken in connection with, or at the direction of the Indian and Metis Curriculum Advisory Committee or the Development Team in the Community Education Branch are as follows:

Committee Work

- Attended meetings of the Indian and Metis Advisory Committee having input into various discussions and decisions of that Committee.
- Presented to the Committee northern issues in education for consideration.
- Acted on the northern materials sub-committee.
- Met with the Development Team and with individual members to discuss northern needs in terms of curriculum and materials.
- Assisted in the development of a process for enhancing the working relationship between the Northern Development Section and the Indian and Metis Curriculum Development Team.

Social Studies

- critiqued Grade 8 and 9 curricula.
- reviewed chapters 1, 2, 3 of You and Your World and made suggestions.
- critiqued the Grade 8 Activity Guide.
- the Heritage 9 course is being evaluated to determine its usefullness for Division III Social Studies.

Language Arts

- the Northern Education Unit has a representative on the English-Language Arts Assessment project team
- ensured northern issues are considered in the assessment and development process for language arts.
- worked with the language arts consultant to develop sample units to encourage the teaching of English as a Second Language. This material was classroom tested in two schools

Health-Lifestyles

- Kits I and II of "A Kid's Guide to Survival" were classroom tested in seven schools. Kit III is being developed
- Kit I is being evaluated for its suitability for Division II Health.

Aesthetic Education

- materials in the visual arts are being readied for field-testing

Northern Materials (Evaluation)

- developed a process for field testing northern materials
- developed an assessment tool for the field testing of northern materials

INDIAN AND METIS AWARENESS INSERVICE PROGRAM

The Indian and Metis Awareness Inservice Program is a provincially based inservice program coordinated jointly by the Indian and Metis Curriculum Advisory Committee, the Indian and Metis Curriculum Development Team, and Saskatchewan Education's Regional Co-ordinators of Curriculum. The program arose directly out of The Report of the Native Curriculum Review Committee: A Five Year Action Plan for Native Curriculum Development and it's objectives:

- All students and teachers in provincial schools develop an appreciation of both the current political, cultural and socio-economic situation as well as the long, varied and unique history of the Native peoples on this continent.
- Teachers are sensitized to Native and northern issues and that curricular materials and programs are relevant to Native and northern students.
- The school curriculum and educational institutions transmit positive and accurate information to aid Native students in developing a positive self-image and cultural identity, so that they may better learn to deal with their own reality.

The report made several specific references to the role of inservice in meeting these objectives. "The Native Curriculum Review Committee is concerned with teacher sensitization in cross-cultural education methodology and general attitudinal change with regard to Native people...inservice workshops...must lay the foundation of all other work." More specifically, the Department of Education was directed to develop and implement an initial inservice program which focused on bias-free materials and teacher sensitization toward Native people and Native issues.

The program is one which provides training to teachers nominated for their potential leadership in the area of Indian and Metis education. Following training, these teachers conduct workshops in their regions and are provided with consultative and curriculum support to ensure their success. The workshops are co-ordinated through the Regional offices of the Saskatchewan Education.

THE PROGRAM:

The overall Indian and Metis Awareness Inservice Program is comprised of several steps:

Step 1. ADMINISTRATOR'S SESSION:

School, central office and regional administrators considering participation in the inservice program are invited to a session which includes an overview of the program. Considerable time is set aside for a structured planning session which allows administrators to make suggestions for appropriate implementation in their particular region.

Step 2. LEADERSHIP TRAINING SESSION:

Teachers are selected by their region as leaders for Indian and Metis Education. These teachers meet with trainers from the Indian and Metis Curriculum Development Team and their Regional Co-ordinator-Curriculum for an intense three day training session. The training sessions have two distinct aspects: Indian and Metis content and leadership training.

In the content area, the following topics are presented:

- Who are Indian and Metis People?
- The history of Indian and Metis education
- The current status of Indian and Metis education
- Indian philosophy and world view
- Accommodating cultural differences in the classroom
- Beyond Bias: Informational guidelines for reducing negative bias in instructional materials
- Assessing the school environment

In leadership training, the leaders are introduced to these topics:

- The adult learner
- The principles of effective inservice
- Components and procedures of inservice
- Designing and planning a workshop
- Problem-solving strategies
- Debriefing strategies

Time is also provided for planning some initial implementation strategies with the Regional Co-ordinator--Curriculum in preparation for their return home.

Step 3. RESOURCE PERSONS' SESSION:

Individuals experienced in delivering Indian and Metis Education workshops have received short term contracts from the Saskatchewan Education to act as Resource Persons to the newly trained leaders. A session is held with the resource people to provide an overview of the content areas which will be offered. Their roles and responsibilities in the overall program are also discussed. The Resource Persons assist the leaders and Regional Co-ordinators in planning and delivering workshops. They provide helpful suggestions and feedback to improve and enhance the sessions.

Step 4. WORKSHOPS:

Workshops are then offered. These workshops are co-ordinated through the Regional offices, with the exception of those larger school boards who sponsor their own teams. These workshops tend to be co-ordinated by school board consultants. In most cases; a request for a workshop comes to the Regional office, a resource person is contacted, the regional co-ordinator, the leader(s) and the resource person select the session(s) to be offered and plan the workshop. Initially, the resource person may actually deliver a substantial portion of the workshop, but as confidence and skill increase, the leader(s) assume more responsibility.

Other Supports:

In addition to this four-step process, leaders are provided with a leader's manual which contains all the information, materials and procedures introduced during the training session. Also available to them through the Regional offices are Beyond Bias pamphlets and slide-tape presentations, and a video program on Indian philosophy and world-view from the Four Worlds Development Project.

PROGRESS:

Commencing in February, 1985, workshops have been conducted through the Regional offices at the local school level. At the end of the school year, evaluations will be compiled and subsequent improvments and alterations to the initial sessions will be made. Since February, 1985, approximately 25 workshops have been presented by some of the 85 leaders trained. More workshops are planned for the 1985-1986 school year. Approximately 250 people have been participants in the inservice program to date.

A second-level series of workshops will also be developed and provided to the leaders involved in the first level workshops. These sessions will focus more specifically on cross-cultural methodologies and teaching strategies.

THE TALES OF WESAKECHAK

Division I Language Arts has been specified as a target area for the development of Indian and Metis oriented materials. Reference is made to the needs of socially mature students who have a low reading ability. Attention is drawn to the critical shortage of high interest materials and materials which reflect the cultural heritage of Indian and Metis students.

In response to this need, the Indian and Metis Curriculum Development Team of the Community Education Branch in association with the Instructional Resources Branch undertook a project to develop instructional materials based on Cree legends. The development occurred in partnership with Saskatchewan Native Communications and the Canadian Broadcasting Corporation. This culminated in an animated television series entitled "Tales of Wesakechak" which became part of the 1985 winter school telecasts for Division I and II. The series has a companion Teacher's Activity Guide and a poster for classroom display purposes.

The teacher's guide is designed to encourage student participation in a variety of experiences. Featured are a Cree vocabulary section, explanations of various aspects of culture and tradition along with suggested activities and a bibliography. The interest level of students in the series, according to field responses, is high in both Divisions.

"Tales of Wesakechak" was presented an Award of Merit in the Videotape-School System category at the Annual Association for Media Technology in Education of Canada (AMTEC) Media Festival held in Calgary on June 17, 1985.

Achimoona

In response to the need for Language Arts materials which reflect the cultural heritage of Indian and Metis students a Native Writer's workshop was held at Gabriel's Crossing.

Fifth House Limited published an anthology of contemporary short stories written at the Native Writer's workshop. The book entitled Achimoona, is edited by Maria Campbell and contains writings by Saskatchewan authors.

The Indian and Metis Curriculum Development Team coordinated a team of teachers and consultants who developed a teacher's manual to accompany the anthology.

The anthology and the teacher's guide were published in September, 1985.

Saskatchewan Education 1885 Project:

Research and development of support materials dealing with the events of 1885 was incorporated as part of the Native Curriculum Materials Development Projects proposed in the Five Year Action Plan. To that end, a curriculum package was developed for Division I and II.

A curriculum package comprised of two children's books (The Flower Beadwork People, People, Places and Stories of the Metis), an audio tape narration, a poster and a teacher's guide have been developed.

Publication is scheduled for December, 1985.

Saskatchewan Indian Federated College and Saskatchewan Education Joint Project: Saskatchewan Indians and the Resistance of 1885 - Two Case Studies

Another project of support materials is presently being developed for Division IV. The Saskatchewan Indian Federated College and Saskatchewan Education are co-developing a booklet which examines the events of 1885 from the Indian perspective. Teaching suggestions and primary documents are being incorporated throughout. A case study format is being utilized. The participation of Big Bear and Poundmaker provide a vehicle for examination and discussion of Indian involvement in the conflict of 1885. Extensive use of oral histories is also being utilized.

Gabriel Dumont Institute and Saskatchewan Education Joint 1885 Project: Metis Development and the Canadian West

Provision is made in the Five Year Action Plan for Native Curriculum Development for the development of 1885 materials which support core Social Studies courses. In response to this, a history module was developed by the Gabriel Dumont Institute and the Indian and Metis Curriculum Development Team. Aimed at Division IV Social Studies, the module will support a fuller understanding of the Metis contribution to the development of western Canada. It will also support the inquiry approach as an effective instructional strategy.

The project consists of a series of five topical booklets composed of primary documents, background information, student discussion questions, overview notes for the teacher and a resource bibliography. The topics developed relate to early land use and first permanent settlements, the contributions of the Metis to law and order in the West, land claims and the outcomes of various policies.

The process of development involved a Project Team composed of a writer, a practising Division IV Social Studies teacher and a member of the Indian and Metis Curriculum Development Team. An editor and illustrator were contracted to assist in the project. Extensive field testing was also carried out.

Production and distribution of the materials will take place in the fall of 1985.

Native Curriculum/Materials Development Projects

	Project 1	Project 2	Project 3	Project 4	Project 5
Phase I	Develop *Handbook for Teachers of Native Children*	Provide support and assistance for locally developed courses and materials	Develop Bias Free Materials pamphlet Implement and plan inservice for pamphlet	Develop and field test general inservice package for teacher sensitization toward Native people and Native issues	Research and develop 1985 materials with Divisions I-IV Social Studies focus
Phase II	Pilot Handbook with preliminary inservice package	Refine locally developed materials for publication where appropriate	Monitor implementation and maintain inservice	Implement inservice package	Field test and pilot 1985 materials
Phase III	Publish and distribute *Handbook for Teachers of Native Children* Implement with inservice			Maintain inservice package and adapt as necessary to meet teacher needs	Implement and plan inservice for 1985 materials
Phase IV	Monitor implementation and maintain inservice				Monitor use of materials
Phase V					

Completed In Progress Planned

Native Curriculum/Materials Development Projects

Project 6	Project 7	Project 8	Project 9	Project 10	Project 11
~~Develop Photo History — Indian/Native Lifestyles and Teacher's Manual for Division I integrated studies~~ ~~Field test and pilot~~	~~Develop Native Writers' Workshop manuscripts for Divisions II & III supplementary readers~~ ~~Field test~~ ~~Develop Teacher's Guidebook~~		~~Develop Native Studies 10~~ ~~Field test~~		
~~Implement and plan inservice~~ Develop *Photo History* in alternate form for Divisions II-IV	~~Pilot stories and guidebook~~ Implement and plan inservice	~~Revise Dakota *Documents* for use in Division III Social Studies~~	~~Develop Native Studies 20, Field test~~ Pilot Native Studies 10	~~Produce northern oriented resource materials~~ Field test and pilot	~~Organize Dene (Chipewyan) materials~~
Develop Teacher's Cross-Reference Guides for Divisions II-IV Social Studies Field test and pilot	Monitor and maintain	Develop units of study based on *Dakota Documents* field test and pilot	Develop Native Studies 30, field test Pilot Native Studies 20 Implement Native Studies 10 and plan inservice	~~Integrate northern oriented materials into appropriate courses~~	Develop units of study about Dene (Chipewyan) People
Implement and plan inservice		Integrate units into appropriate courses Implement and plan inservice	Pilot Native Studies 30 Implement Native Studies 20 and plan inservice Monitor and maintain Native Studies 10		Field test and pilot materials and units
Monitor and maintain		Monitor and maintain	Implement Native Studies 30 and plan inservice Monitor and maintain Native Studies 10, 20		Integrate materials and units in appropriate courses

Completed In Progress Planned

Work Plans for 1985-86

The Indian and Metis Curriculum Advisory Committee is committed to continued input into the development of Indian and Metis curricula for Saskatchewan school children. The Committee will continue to guide the work of the Curriculum Development Team in 1985-1986.

Developmental work will continue and expand in the following areas in 1985-86:

1. Social Studies: Full participation in the piloting and development of the new Social Studies curriculum and support materials will continue. In addition to the continuing work on Grades 7, 8 and 9, work will progress on the Grade 10 course and begin on the Grade 6 course.

2. Language Arts: The research phase of the assessment project will be completed this summer. Recommendations based on this research will be made regarding the methods to be used and the areas to be assessed. Decisions on the actual assessment process will be made in the fall of 1985. A project team and steering committee will be struck; both will include Indian and Metis Curriculum Advisory Committee representation.

3. Native Studies: Based on the policies and guidelines developed by the Indian and Metis Curriculum Advisory Committee, Native Studies courses for Grades 10, 11 and 12 will be developed with some field-testing in 1985-86. One of these courses should be ready for extensive piloting in the fall of 1986.

4. Aesthetic Education: Development of Aesthetic Education will begin in the 1985-86 school year based on the research done this year and in conjunction with the development work being done by the Development Division.

5. Inservice:
   a) The Indian and Metis Awareness package will continue to be evaluated and revised. The Accommodating Cultural Differences in the Classroom component will be completely revised. A support package of recommended materials for use by those presenting the in-service package will be prepared in the fall of 1985. Other revisions should be minor, comprising the addition of resources and research articles.

   b) Development will begin on a second phase of the inservice package. The second phase will be more practical in nature, including teaching strategies for teachers of Indian and Metis students.

   c) In addition, the Curriculum Team will be involved in

developing inservice packages to support the introduction of the new Social Studies curriculum and the Health and Lifestyles Division III curriculum.

6. Health and Lifestyles: The Indian and Metis Curriculum Development Team will continue to have input into the final stages of the development and implementation of the Division III curriculum. The Team and Advisory Committee will also be involved in the planning, development and implementation of the Division I, II and IV curricula as they are developed.

7. Northern Materials: The materials that have been collected and had a preliminary screening will be field tested in various northern and southern sites. The annotated bibliography will be developed based on the field test results. Target date for completion of the bibliography is December, 1985.

8. Indian Languages: Actual development of Indian Languages programs will be limited to local projects funded by other than Indian and Metis curriculum development funds. However, the Advisory Committee will be dealing with such issues as:
a) liaison with the Federation of Saskatchewan Indian Nations program and the Indian Languages Retention Committee
b) type of programs that should be developed (bi-lingual, immersion, second-language, oral based, etc).
c) scope and sequence
d) which languages to concentrate on in first developments
e) relationship of Indian languages program development to the development of English Language Arts programs, English as a Second Language/Dialect programs, and other curriculum development such as Native Studies.
f) other issues that will arise as discussions and planning progress.

9. Supplemental Materials: Distribution and use of the materials developed this year and described elsewhere in this report will begin in the fall of 1985.

   There will be few new supplemental projects in 1985-86 due to limited funding and demands on staff. However, the Advisory Committee and Development Team will set out priority areas for development of supplemental materials for the 1986-87 year.

10. Indian and Metis Curriculum Development Team: The Indian and Metis Curriculum Development Team will consist of six people:

* Dan Russell: Director, Community Education Branch

* Gloria Mehlmann: responsible for Social Studies, development of phase two of the inservice package, representative on the core curriculum team and completion of the Dumont 1885 project.

* Maureen Johns: responsible for the evaluation and revisions of phase one of the inservice package, completion of the Community Education Branch's 1885 project and liaison with Indian Language development and programs.

* Mary Heit: responsible for Language Arts assessment and development of programs and inservice components, and completion of the northern materials annotated catalogue.

* Ken Whyte: responsible for the development of the Native Studies programs for Grades 10, 11, 12, and inservice components.

* Sheila Brass: responsible for the development of Aesthetic Education and the Health-Lifestyles curricula.

It is important to note that although each member of the Development Team has responsibility for one or more curriculum areas, development is through Team effort. Development decisions are made by the Team, based on the directions given by the Advisory Committee. The Team often works very closely with personnel from the Development Division of Saskatchewan Education as well.

The development of Indian and Metis curricula and materials is therefore very much a collaborative process involving various divisions within Saskatchewan Education, the Indian and Metis Curriculum Advisory Committee, schools, school divisions and their personnel, and Indian and Metis education organizations and their personnel.

It is because of the wide ranging involvement of those most concerned with Indian and Metis education that the development work this past year has been successful, and it is this collaborative process that makes future curriculum development so promising and so exciting.